

# **Maine Y-OQ<sup>®</sup> Clinical Webinar**

**Introducing Client Families to the Y-OQ<sup>®</sup>  
and Discussing Y-OQ<sup>®</sup> Results**

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Context:  
“Big Picture”  
Issues



# Context

- Evidence-based practice
- We are in a transition period toward routine outcome monitoring



## Remember the “Good Ol’ Days”?



# Context

- Evidence-based practice
- We are in a transition period toward routine outcome monitoring
- Using measures like the Y-OQ<sup>®</sup> helps us be better clinicians

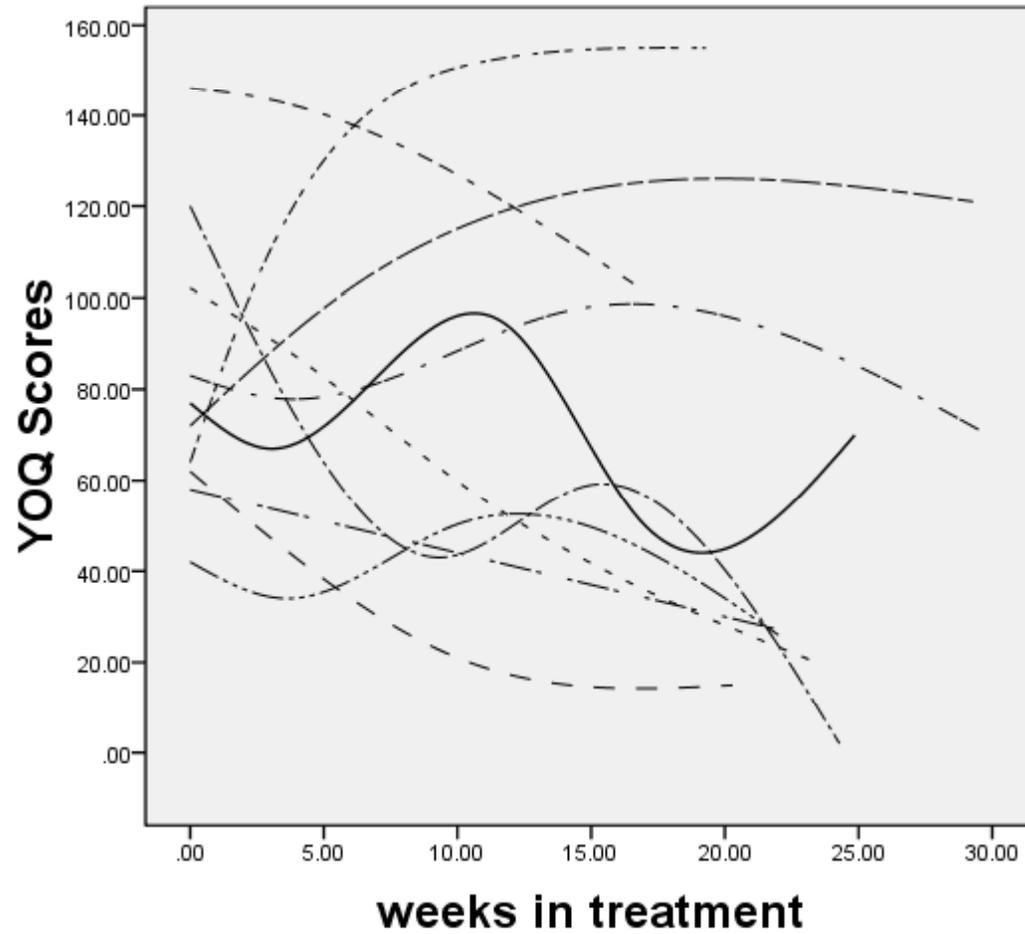
# Introducing the Y-OQ<sup>®</sup>

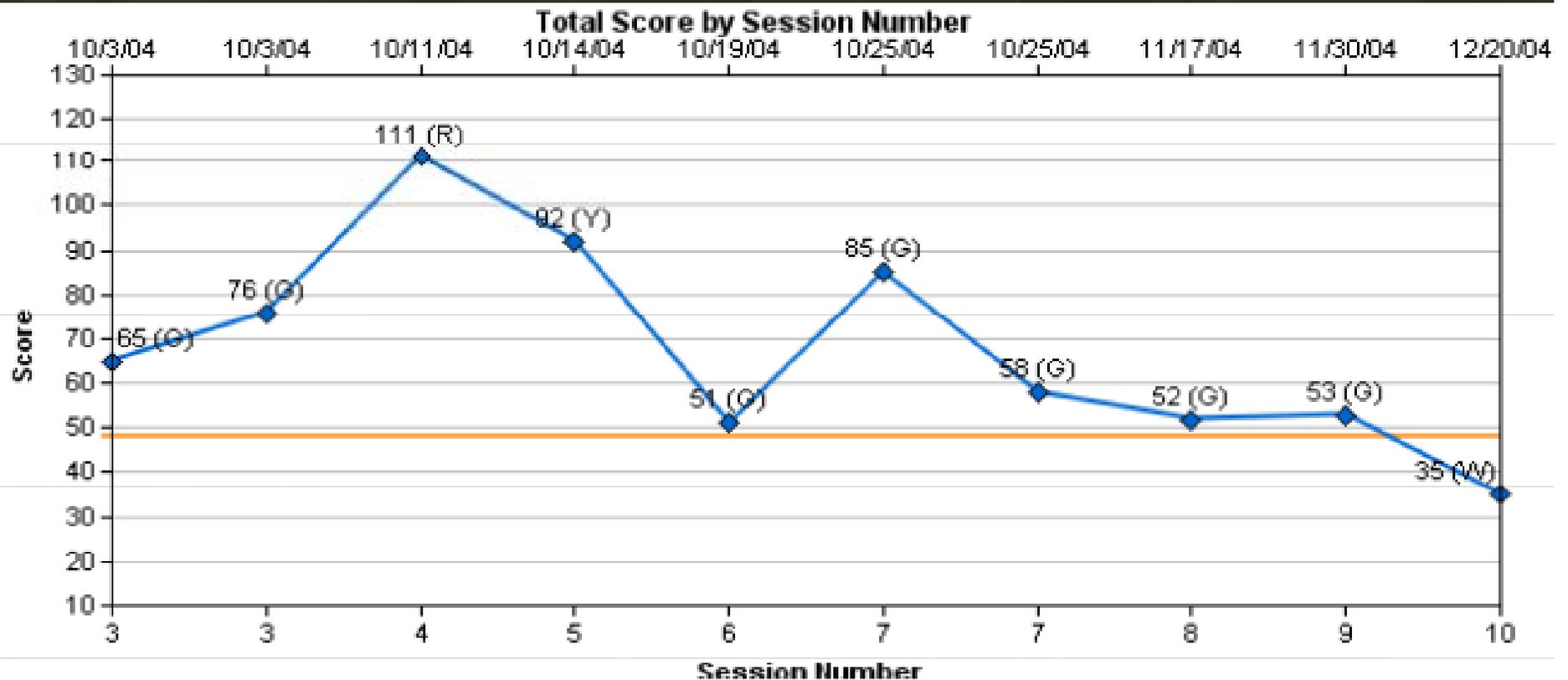
- How the YOQ is presented the first time does matter
- Logistics: who does it?
- Introductory “script”
  - What it is/what it’s for
  - Vital signs analogy (behavioral and emotional vital signs)
  - We will regularly review results together
  - [Parent vs. Youth reports]

## **“Why do I have to keep filling this out?”**

- Helps us respond more effectively if things aren't going as expected
- Gives us immediate feedback on “critical items”
- Best measure available for tracking ups and downs of progress in treatment

# Individual Variation in Change Trajectories





**Graph Label Legend:**

(R) = **Red**: High chance of negative outcome (Y) = **Yellow**: Some chance of negative outcome

(G) = **Green**: Making expected progress (W) = **White**: Functioning in normal range

## Case example: Y-OQ<sup>®</sup> not explained to adolescent

Youth's written responses to Y-OQ<sup>®</sup> items:

- “That’s none of your business”
- “This question is moronic”
- “Whoever wrote this question needs to be in therapy”
- “I will not justify this question with a response”
- “Here is what I think of this questionnaire...” [drew picture of feces]

# Discussing Results with Clients

- Bring out the graph
- Note alert status
- Follow up on critical items as necessary
- Attend to subscales or items specific to treatment plan

Y-OQ<sup>®</sup> results as “clinical material”

- Parent–Youth discrepancies
- When scores don't match reality

